

POCONO MOUNTAIN SCHOOL DISTRICT

English Language Arts
Common Core Standards
Grade 2

Grade 2 Overview

Common Core Alignment

READING STANDARDS FOR LITERATURE (RL)

Key Ideas a	d Details
	wer such questions as who, what, where, when, why, and how to demonstrateing of key details in a text. [RL.2.1]
Skills	n 2 2 4 5 0
Knowledge	1 2 8 4 6 7 8 0 10 12
	ries, including fables and folktales from diverse cultures, and determine their central son, or moral. [RL.2.2]
Skills	9 2 3 4 9 6
Knowledge	2 3 4 5 6 7 8 9 10 14 12
Describe ho	v characters in a story respond to major events and challenges, [RL.2.3]
· Skills	11 22 3 24 55 A
Knowledge	20 24 38 4 5 5 7 8 9 10 11 12

Craft and S	truct	ure	a el aneza	exernation.				DEL Xerre					
Describe ho rhythm and										terati	on, r	hyme	es, repeated lines) supply
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Knowledge	į	2	.5	74	B	6	7	84	9	LO	11	12	
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Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [RL.2.6]

Skills 2 3 4 5 6 7 6 6 10 10 12

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(Not applica	able t	o lite	ratur	e) [RI	2,8]								
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Knowledge	1		3	4	1-,	6	7]	r)	(5)	10	13	17	

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Key Ideas ar	Details
Ask and ans understand	r such questions as who, what, where, when, why, and how to demonstrate of key details in a text. [RI.2.1]
Skills	3 3 4 5 6
Knowledge	2 3 4 5 6 7 8 9 10 11 12
Identify the within the te	in topic of a multiparagraph text as well as the focus of specific paragraphs [RI.2.2]
Skills	22 (S A S 6)
Knowledge	2 3 A 5 6 7 8 9 10 14 12
Describe the steps in tech	nnection between a series of historical events, scientific ideas or concepts, or al procedures in a text. [RI.2.3]
Skills	2 3 4 5 6
Knowledge	2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.

Craft and S	truct	ture																		
Determine area. [R1.2.		ieani	ng of	word	ds ar	nd phr	ases	s in a	text	rele	var	it to	a Gr	ac	le 2	2 top	oic :	or s	ubje	ct
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Skills	1	**************************************	8	<i>z</i>).	i, l	ਰ)	
Knowledge	1.	2	8	4	53	a 7	8 9 10 110 111 12
Describe ho	w rea	sons	supp	ort s	pecific	poin	s the author makes in a text. [RI.2.8]
Skills	70.00	7	3	4.		5	
Knowledge	ļ.	2	3.0	4.	<i>1</i> 5	7	(8) (9) (1) (1) (P)
Compare ar	nd con	itrast	t the m	nost	import	ant p	pints presented by two texts on the same topic.
Skills	j.	2.	. ,	d!	5 :		
				4			88 99 11 11 11 12 12 12 13 14 15 15 15 15 15 15 15 15 15 15 15 15 15

Range of Re	ng and Level of Text Complexity
science, and	ear, read and comprehend informational texts, including history/social studies, chnical texts, in the Grades 2–3 text complexity band proficiently, with eeded at the high end of the range. [RI.2.10]
Skills	2 3 4 5 6
Knowledge	2 3 4 5, 46, 7 8 9 10 11 12

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

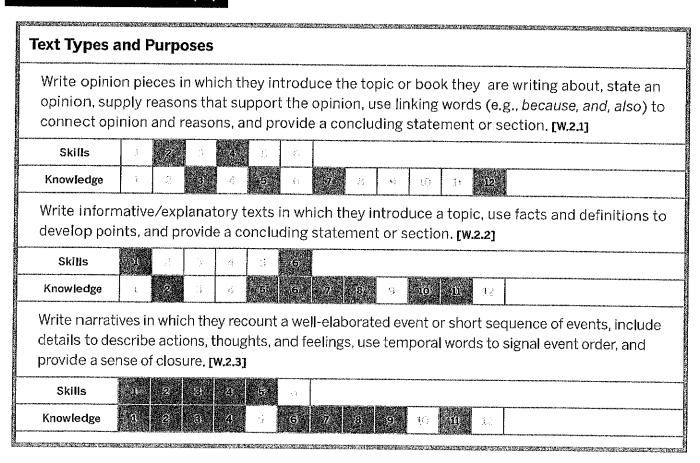
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WRITING STANDARDS (W)



With guidance and support from adults and peers, focus on a topic and strengthen writing needed by revising and editing. [w.2.5] Skills 1 2 3 4 5 6 7 8 9 10 11 12 With guidance and support from adults, use a variety of digital tools to produce and publish	Begins in (arade	3) [w .	2.4]										
With guidance and support from adults and peers, focus on a topic and strengthen writing needed by revising and editing. [w.2.5] Skills 1 2 3 4 5 6 7 8 9 10 11 12 12 12 13 14 15 6 7 8 9 10 11 12 12 12 12 12 12 12 12 12 12 12 12	Skills	.1	2	1.1	4	ij.	(i					***************************************	i tha dyblor a saide seragoga.	
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With guidance and support from adults, use a variety of digital tools to produce and publish		evisir	ig and	a ear	ting.	[W.2.5								
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vriting, including in collaboration with peers. [w.2.6]	Skills Knowledge	1	2	ਫ਼ ਵੇ	6 <u>.</u> 6	. . 5 .	6	y se a v	'ariet	***************************************		l tool	s to p	produce and publish
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Knowledge	1	2	- 3	<1	1)	6	7	8	9	10	13	12	

SPEAKING AND LISTENING STANDARDS (SL)

Compreher	sion and Collaboration
Participate with peers	in collaborative conversations with diverse partners about Grade 2 topics and texts and adults in small and larger groups. [SL.2.1]
Skills	
Knowledge	1 2 5 6 7 8 9 9 10 11 12
Follow agre	ed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]
Skills	8 8 94 8 6
Knowledge	1 2 3 4 5 6 7 8 9 10 n 10
Build on oth	ners' talk in conversations by linking their comments to the remarks of others.
Skills	t 2 3 24 5 6
Knowledge	1 22 1 4 3 6 7 88 9 10 11 12 1
Ask for clar discussion.	ification and further explanation as needed about the topics and texts under [SL.2.1c]
Skills	4 2 2 4 5 6
Knowledge	2 2 3 4 5 6 7 8 5 MO 11 12
Recount or or through o	describe key ideas or details from a text read aloud or information presented orally other media. [SL.2.2]
Skills	1 2 3 4 <i>j</i> 4
Knowledge	1 2 8 4 5 6 7 8 9 10 11 12

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Presentation of Knowledge and Ideas
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]
Skills i 2 3 4 5 6
Knowledge 1 2 3 3 40 5 6 7 9 10 10 11 112
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. [sl.2.5]
Skills 1 2 3 4 5 6
Knowledge 3 2 3 8/4/8 % 5 7/8 8 9 8/10/1 8/11/2 1.2
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language Standards 1 and 3 for specific expectations.) [sl.2.6]
Skills 10 = 2 3 4 15 6
Knowledge 1 2 3 4 5 6 7 8 9 10 11 12

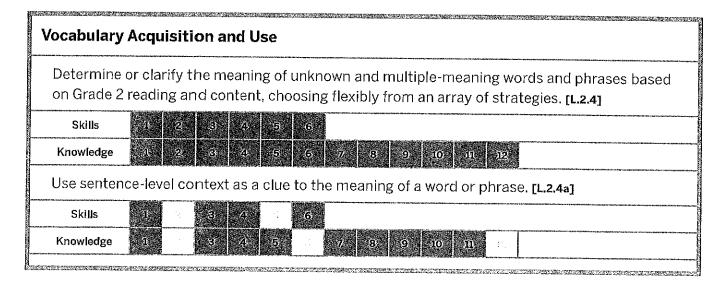
LANGUAGE STANDARDS (L)

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Skills Unit 1

Unit Summary

This unit focuses on reviewing various spellings with an emphasis on consonant sounds, one- and two-syllable words, and high-frequency Tricky Words.

Overall Learning Outcomes

- Review letter-sound correspondences
- Read and write words with short vowel
 sounds Read and spell Tricky Words from G1
- Read and write two-syllable words
- Read and spell words with suffixes -ing, -ed
 Read, write and pronounce words with past tense suffix -ed pronounced three different ways
- Spell grade-level words correctly
- Write sentences with correct capitalization and punctuation
- Beginning-of-the-Year Placement
 Assessment
 Unit Assessment

Big Ideas

- The stories in the Reader The Cat Bandit, tell of the adventures of a hungry cat and the increasingly clever ways he gets food items seemingly out of his reach.
- The stories are 100% decodable, based on previous CKLA instruction and quick G2 review
- Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: The Cat Bandit

Text Type: Literary

Lexile: 480L

Standards Instructed

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Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RL.2.10 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3d RF.2.3d RF.2.3d RF.2.4 RF.2.4	W.2.2 W.2.3	SL.2.1 SL.2.2 SL.2.6	L.2.1 L.2.1d L.2.1e L.2.1f L.2.2 L.2.2d L.2.3 L.2.4 L.2.4a L.2.4d L.2.4e L.2.5 L.2.5 L.2.5a L.2.5b	RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RF.2.3a RF.2.3d RF.2.3e RF.2.4a RF.2.4b RF.2.4b			L.2.1d L.2.2d

Skills Unit 2

Unit Summary

Focus is on various spellings with an emphasis on vowel sounds. Students read one- and two-syllable words, as well as contractions. They practice with a number of high-frequency Tricky Words. They learn about the use of quotation marks and begin instruction in the writing process, writing narratives and opinions.

Overall Learning Outcomes

- Review letter-sound correspondences
- Read one and two-syllable words with short and long vowels, including vowels with spelling alternatives
- Read contractions and identify their non contracted equivalents
- Read and spell high-frequency Tricky

Words • Spell grade-level words correctly

- · Use quotation marks in writing
- Use the writing process to compose a

narrative • Unit Assessment

Big Ideas

- The Reader for this unit is Bedtime Tales. In it, a father shares bedtime stories with his son and daughter. This Reader explores two fiction genres: fables and trickster stories.
- Close reading lessons are introduced in this unit using chapters from the Reader.
- Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: Bedtime Tales

Text Type: Literary

Lexile: 430L

Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RL.2.10 RF.2.3a RF.2.3b RF.2.3c RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4a	W.2.1 W.2.3 W.2.4 W.2.5 W.2.6 W.2.8 W.2.10	SL.2.1 SL.2.2 SL.2.6	L.2.1d L.2.1d L.2.1e L.2.2f L.2.2c L.2.2d L.2.3 L.2.4 L.2.4a L.2.5 L.2.5s	RL.2.1 RL.2.2 RL.2.5 RF.2.3a RF.2.3c RF.2.3d RF.2.4 RF.2.4a RF.2.4b	W.2.1 W.2.3 W.2.5 W.2.6		L.2.1f L.2.2c L.2.2d L.2.5b

Skills Unit 3

Unit Summary

Introduces spelling alternatives for vowel sounds, as well as various tricky spellings (spellings that can stand for more than one sound). Students practice writing a personal narrative. Grammar instruction focuses on capitalization, quotation marks, ending punctuation, and common and proper nouns. Students are also introduced to antonyms and synonyms.

Anchor Text: Kids Excel

Text Type: Literary

Lexile: 510L

Overall Learning Outcomes

- Review letter-sound correspondences
- Read words with short and long vowels, including vowels with spelling alternatives
- Read and write words with Tricky Spellings
- Read and spell high-frequency Tricky

Words

- Use capitalization, quotation marks, and ending punctuation correctly
- Identify and use common and proper nouns, antonyms, synonyms, and verbs
- Use the writing process to compose a personal narrative
- Unit Assessment

Big Ideas

• The Reader for this unit is *Kids Excel*. This fictional Reader consists of profiles of kids who excel at various activities—spelling, swimming, playing soccer, jumping rope, splashing, math, rock

skipping. Each profile progresses across several selections.

- Close reading lessons in this unit use chapters from the Reader.
- Students answer comprehension questions orally and/or in writing after reading each story.

Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1 RL.2.2 RL.2.4 RL.2.5 RF.2.3 RF.2.3a RF.2.3c RF.2.3c RF.2.3d RF.2.3d RF.2.3e RF.2.4 RF.2.4 RF.2.4b RF.2.4b	W.2.3 W.2.4 W.2.5 W.2.8 W.2.10	SL.2.1 SL.2.2 SL.2.6	L.2.1 L.2.1e L.2.1f L.2.2 L.2.2d L.2.2e L.2.3 L.2.3a L.2.4 L.2.4a L.2.5 L.2.5 L.2.5a L.2.5b	RL.2.1 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4a	W.2.3 W.2.5		L.2.1 L.2.1e L.2.2 L.2.2d L.2.3 L.2.5b

Skills Unit 4

Unit Summary

Students are introduced to more spelling alternatives for vowel sounds, as well as three tricky spellings. Students practice persuasive writing as part of a friendly letter. In grammar, students review singular and regular plural nouns, as well as common and proper nouns. They are introduced to the formation of irregular plural nouns, as well as action verbs and to be verbs.

Overall Learning Outcomes

- Read words and write words with alternative vowel spellings
- Use capitalization, quotation marks, and ending punctuation correctly
- Identify and use irregular plural nouns
- Use apostrophes to show possession
- Use titles such as Mr., Mrs., and other proper nouns
- Use past and present tense of the verb to be
- Use the writing process to compose a persuasive letter
- Unit Assessment

Big Ideas

- The Job Hunt is a fictional Reader that describes a nineteen-year-old girl's search for a job in New York City with the help of her younger brother. The Introduction contains information about New York City, including a map.
- Close reading lessons in this unit use chapters from the Reader.
- Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: The Job Hunt

Text Type: Literary

Lexile: 470L

Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1 RL.2.2 RL.2.5 RF.2.3 RF.2.3a RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4 RF.2.4a RF.2.4a	W.2.1 W.2.2 W.2.3 W.2.5		L.2.1 L.2.1a L.2.1b L.2.1d L.2.1f L.2.2 L.2.2a L.2.2b L.2.2c L.2.2c	RL.2.1 RL.2.5 RF.2.3 RF.2.3a RF.2.3c RF.2.3d RF.2.3e RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3		L.2.1a L.2.1b L.2.1d L.2.1f L.2.2a L.2.2c L.2.2d

Skills Unit 5

Unit Summary

Introduces spelling alternatives for vowel sounds and the schwa sound. Students practice chunking phonemes as a means of reading multi-syllable words. They review grammar skills and learn about adjectives, as well as how to identify the subject and predicate in a complete sentence. Additionally, students continue to practice narrative writing by rewriting an ending to a story from their Student Reader.

Anchor Text: Sir Gus
Text Type: Literary
Lexile: 660L

Overall Learning Outcomes

- Read words and write words with alternative vowel spellings
- Alphabetize words
- Read and write words with /ə/ (schwa) sounds
- Identify the subject and predicate in sentences
 Understand and use adjectives in sentences
 Use correct capitalization, punctuation, and grammar in writing
- Read and write words with the suffix -tion Use the writing process to write a different ending to a story from the Reader
- Unit Assessment

Big Ideas

- Sir Gus is a fictional Reader detailing the serendipitous undertakings of Sir Gus, one of King Alfred's knights. Despite his title as "Sir Gus the Fearless," Sir Gus actually has many different fears. Sir Gus has to face a thief, a troll, pirates, an evil wizard, and an enemy king.
- Close reading lessons in this unit use chapters from the Reader.
- Students answer comprehension questions orally and/or in writing after reading each story.

Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1 RL.2.3 RL.2.5 RL.2.7 RF.2.3 RF.2.3b RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4 RF.2.4a RF.2.4b	W.2.1 W.2.3 W.2.5	SL.2.1c	L.2.1 L.2.1a L.2.1b L.2.1d L.2.1e L.2.2 L.2.2a L.2.2c L.2.2d L.2.2d L.2.3 L.2.4 L.2.4a L.2.4a L.2.4c L.2.4c	RL.2.1 RL.2.3 RL.2.5 RL.2.7 RF.2.3b RF.2.3d RF.2.3e RF.2.3f RF.2.4a	W.2.3 W.2.5		L.2.1 L.2.1e L.2.2 L.2.2d L.2.2e L.2.3 L.2.4a L.2.6

Skills Unit 6

Unit Summary

Introduces several new spelling alternatives for vowel and consonant sounds. Students review grammar skills and learn about adverbs. They also learn to distinguish complete from incomplete sentences, as well as how to identify and correct run-on sentences. Students are introduced to expository or report writing. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 3 teachers via the End-of-Year Summary sheet.

Anchor Text: The War of 1812
Text Type: Informational

Lexile: 580L

Overall Learning Outcomes

- Read words and write words with Tricky and alternative vowel and consonant spellings
- Alphabetize to the second letter
- Identify and use adverbs
- Identify complete and incomplete sentences
- Correct run-on sentences
- Use correct capitalization, punctuation, and grammar in writing Take notes from the text
- Use the writing process to write a multi-paragraph report End-of-the-Year Assessment

Big Ideas

- The letter-sound correspondences taught in CKLA up to this point represent most of the important letter-sound correspondences needed to read English writing.
- The Reader for this unit is *The War of 1812* and covers topics included in G2 Domain 5 of the Knowledge Strand.
- Students answer comprehension questions orally and/or in writing after reading each story.

Standards Instructed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1 RL.2.10 Rl.2.1 Rl.2.2 Rl.2.3 Rl.2.4 Rl.2.5 Rl.2.6 Rl.2.7 Rl.2.8 Rl.2.10 RF.2.3 RF.2.3a RF.2.3a RF.2.3c RF.2.3d RF.2.3d RF.2.3d RF.2.3d RF.2.4 RF.2.44	W.2.1 W.2.2 W.2.5	SL.2.1 SL.2.2 SL.2.6	L.2.1 L.2.1d L.2.1e L.2.2 L.2.2c L.2.2d L.2.4 L.2.4a L.2.4e L.2.5 L.2.5	RI.2.1 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RF.2.3a RF.2.3c RF.2.3c RF.2.3c RF.2.3d RF.2.3d RF.2.3e	W.2.1 W.2.2		L.2.1d L.2.1e L.2.1f L.2.2c L.2.2d L.2.3



Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 2

APPLICABLE TO ALL UNITS

I. Provide Multiple Means of Representation

- 1: Provide options for perception
- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information
- 2: Provide options for language, mathematical expressions, and symbols
- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media
- 3: Provide options for comprehension
- 3.1 Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Differentiated Instruction
- Cooperative Learning
- Integrated technology
- KWL charts
- I Do, We Do, You Do
- Magnetic Letter Boards and Tiles
- Scaffolding
- Class Discussion
- Graphic Organizer
- Mnemonic Devices
- Anticipation Guides
- Think alouds
- Modeling
- Think Pair Share
- Writing prompts/sentences starters
- Writing boards
- Close Reading
- Baseline information for text

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute





Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 2

APPLICABLE TO ALL UNITS

II. Provide Multiple Means of Action and Expression

- 4: Provide options for physical action
- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies
- 5: Provide options for expression and communication
- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance
- 6: Provide options for executive functions
- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Differentiated Instruction
- Read, Evaluate, Write
- Integrated technology
- Scaffolding
- Class Discussion
- Graphic Organizer
- Mnemonic Devices
- Think alouds
- Think Pair Share
- Writing prompts/sentence starters

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute

Strategic, goal-directed learners





Pocono Mountain School District Curriculum

Universal Design for Learning Guidelines

Grade 2

APPLICABLE TO ALL UNITS

III. Provide Multiple Means of Engagement

- 7: Provide options for recruiting interest
- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions
- 8: Provide options for sustaining effort and persistence
- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback
- 9: Provide options for self-regulation
- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Differentiated Instruction
- Read, Evaluate, Write
- Online Resources
- Cooperative Learning
- I Do, We Do, You Do
- Integrated technology
- Scaffolding
- Class Discussion
- Graphic Organizer
- Think alouds
- Modeling
- Think Pair Share
- Writing prompts/sentences starters
- Baseline information for text

Please utilize the following links for more information:

Reading Rockets

CAST

University of Florida Literacy Institute

Purposeful, motivated learners

